

# Children, Young People, and Families Mental Health and Wellbeing Fund Impact and Learning Report (2024-25)





# Community Solutions

## Children, Young People, and Families Impact and Learning Report 2024-25



### Background

The aim of the fund is to improve children and young people's mental health and wellbeing, with reference to the national '**SHANARRI**' framework. The Scottish Government provides funding to the North Lanarkshire Council (NLC), which is then transferred to VANL to distribute. School Cluster Improvement Integration Leads (CIILs) work alongside school staff within the 23 North Lanarkshire school clusters to identify local priorities to support children and young people's mental health, informed by a needs analysis, which commissions community organisations to provide support for their children and young people.

**£409k**

of funding distributed



**91**

projects delivered by

**16**

organisations

Many thanks to the funded projects which provided information and to the VANL staff who prepared this report.

SHANARRI sets eight key wellbeing indicators for children and young people

**S**

Safe

**H**

Healthy

**A**

Achieving

**N**

Nurtured

**A**

Active

**R**

Respected

**R**

Responsible

**I**

Included



Distributed across all

**23**

North Lanarkshire  
School Clusters

### Objectives of Fund

- Increase North Lanarkshire Community and Voluntary Sector (CVS) capacity to support children and young people's mental health and wellbeing in their local community
- Demonstrate the contribution of the North Lanarkshire CVS to improving children and young people's mental health and wellbeing
- Improve collaboration between schools and the community and voluntary sector

### Learning and Improvement

The Fund's approach to evaluation, learning and improvement is guided by the Community Solutions **Performance Management, Evaluation, Learning and Improvement (PMELI) Framework**. Funded projects are required to capture information on the support provided, the reach, and the outcomes met by their projects. This report aims to share this impact and learning.

Please see the [Community Solutions website](#) for reporting on previous phases.

\*See the Community Solutions website for a supplementary report with a full list of funded projects.



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## Children, Young People, and Families Impact and Learning Report 2024-25



### In 2024-25, the Fund has...

supported

**5308**

children and young people

**5134**

CYP completed the project

**1728** primary school pupils

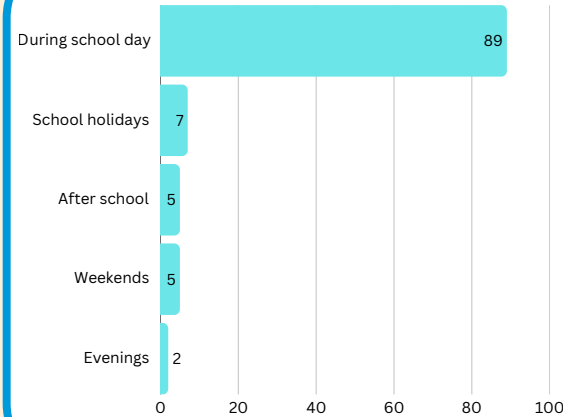
**2484** secondary school pupils

**341** families

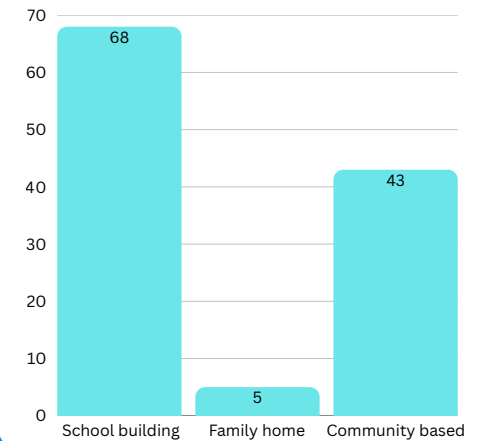
**1** young carer

**17** care experienced CYP

### When the support took place



### Where the support took place



### Reasons for not completing project

The most common reasons that CYP did not complete the project were:

- Projects targeted young people with low school attendance
- Sickiness and other absence
- Sessions clashed with other commitments
- Sessions were scheduled near the end of term

### Provided support in...

delivered in  
**104**  
primary schools

delivered in  
**23**  
secondary schools

### In 2024-25, the Fund has also...

supported by  
**20** volunteers

secured **£30,362**  
of additional funding for  
community organisations

**450**  
volunteering hours devoted



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### In 2024-25, the Fund has...

funded delivery of **1,323** sessions of **200** activities

Including the following activities:

- ASN Family and 1-1 Support
- Boxing
- Cooking and Nutrition Workshops
- Cycling and Wheeled Sports
- Drama
- Equine Therapy
- Gardening
- Health and Beauty
- Horse Riding
- Music, Musical Theatre and Creative Activities
- Outdoor Activities
- Therapeutic Arts Programme
- Vaping and Smoking Awareness Sessions

### In 2024-25, the Fund has...

**4626**

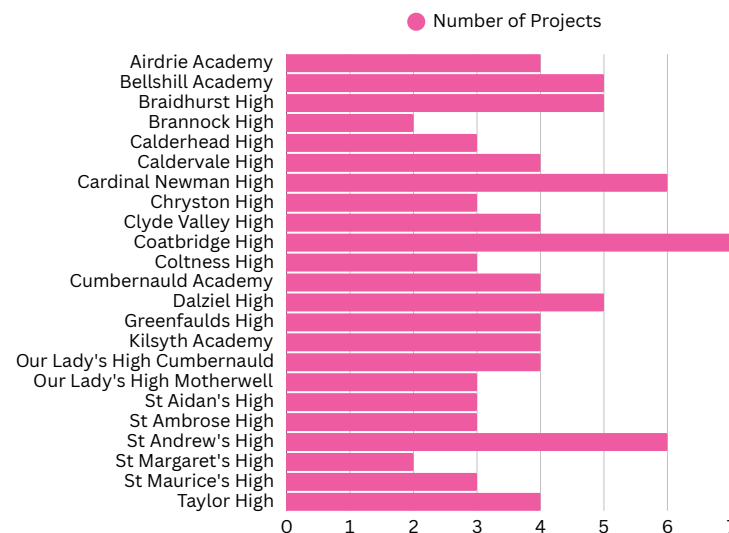
children and young people  
reported an improved  
outcome

87% of all CYP supported

\*Please note not all CYP may report back

### Total Projects by Cluster

The number of projects delivered per cluster is available below.



### Delivered by...

- Bazooka Arts
- Glenboig Development Trust
- Holding Space
- HOPE for Autism
- Lanarkshire Community Food & Health Partnership
- LANDED
- Made4UInML2
- Make & Create Arts
- Miracle Foundation
- OutLET
- Parent Action for Safe Play
- Ponies Help Children
- Reeltime Music
- Socialtrack
- VIP-Pass Community Project
- YMCA Bellshill & Mossend



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### Service User Quotes

Additional, selected feedback and learning from funded projects – provided in monitoring and evaluation reports submitted to VANL – is highlighted below.

'The kids thoroughly enjoyed it and it had a great impact on their attendance and their relationships and confidence'

School Staff, Lanarkshire Community Food and Health Partnership

Young Person, Reeltime Music

'I really look forward to playing the guitar on Fridays. This is my favourite time of the week'

'I felt like people really listened to me and understood what I was saying'

Young Person, The Miracle Foundation

'I'm so proud of myself for achieving this, I think I will make a great buddy'

Young Person, Parent Action for Safe Play

'It's helped us understand her better and spot early signs of overwhelm before it escalates. I would never have looked at things that way'

Teacher, HOPE for Autism

'The kids have really enjoyed it. It's nice to see parents engaging that we don't normally see'

School Staff, Lanarkshire Community Food and Health Partnership

'I am more confident in myself and enjoyed making art about it'

Young Person, Make and Create Arts

Teacher, OutLET

'The confidence of the boys has grown, they are excited to be out and are eager to chat about their experiences when they come back'

'I feel respected when coming to the sessions'

Young Person, YMCA Bellshill and Mossend



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### Impact

The impact on children, young people, and families has been identified by funded projects – provided in monitoring and evaluation reports submitted to VANL – which is highlighted below.

- 83% of participants feel the project helped them to have a better understanding of how they can be aware of and improve their mental health
- 100% of participants feel they have personally achieved something positive in the project
- 100% of participants felt they were able to work on activities that they are interested in and work in ways that bring out their strengths

Reeltime

One young person gained confidence. When she first came to the project, she was so shy she wouldn't speak. She has since:

- Returned for more sessions
- Went onto horse-riding elsewhere
- Volunteered with the project for a short time
- Been mixing with other people her own age

Ponies Help Children

Lanarkshire Community Food and Health Partnership

On a 5-point scale with 1=lowest and 5=highest, for one group:

- The median general mood rating increased from 4 to 5
- The median cooking confidence rating increased from 3.5 to 4.5
- The median cooking skills rating increased from 3 to 4

HOPE for Autism

Families reported:

- Increased confidence in supporting their child
- They no longer felt alone
- Meeting autistic adults who also have autistic children gave many a more positive view of the future
- Personal growth, understanding autism better, and reducing self blame

- Boosted self-esteem, confidence and pride in art skills
- Created opportunities for relaxation, stress relief and a calm environment
- Children expressed positive emotions (happiness, fun, enjoyment, pride)
- Improved social connections and friendships between young people from different schools
- Young people reported the activities helped them relax, feel good, feel less anger, and anxiety

Bazooka Arts

The young people voiced that attending the group has helped them understand their feelings and be able to understand themselves and how this may impact on behaviour and choices.

Holding Space



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### Case Studies

#### Make and Create Arts

'Positive Creations' is a visual arts project, delivered in short blocks of creative workshops to small groups of young people. The workshops include a variety of creative activities which encourage young people to see themselves in a positive light, be proud of themselves and the things which make them unique, learn ways to share positivity with others, and discover mindfulness.

In the first week of the sessions delivered in one primary school, Boy 1 was visibility anxious and reluctant to engage with the craft activity. The tutor was able to identify that Boy 1 was concerned about spelling words correctly, and feared making a mistake. The tutor used positive encouragement and adapted the craft to his needs.

Through consistent, empathetic conversations and a non-judgemental, strengths-based approach, the boy gradually began to engage more. By week four, he was visibly more confident—asking for help with spelling, participating in activities willingly, and expressing pride in his work.

“Tutors observed a significant transformation in his overall demeanour, he appeared happier, more relaxed, and more connected to the group.”

The project provided a safe, inclusive space for the young people to build resilience, overcome barriers, and thrive by feeling more emotionally safe, self-confident, and willing to take risks.



#### OutLET

The 'Young and Community Ranger' project provides individualised outdoor learning experiences, with the aim of improving confidence, resilience, and overall well-being, while fostering a deeper connection with nature and the community. The Community Ranger, an outdoor facilitator trained to support additional needs and trauma recovery, works within the cluster one day per week, supporting young people on a one-to-one basis or in small groups. Activities are tailored to individuals, but involve tool use, bushcraft skills, conservation work, and nature-based educational workshops.

L has not attended school for some time, however, he attended the sessions each week with his dad. When L first began attending the sessions, he appeared anxious and the Ranger identified L had a high need for movement, squeezing, pushing and pulling. The Ranger worked with L, and at the start of every session, played a game of tig to expend some energy. After this, L could concentrate cutting branches and would engage in conversation.

Throughout the programme, L said he was able to focus and learned how to:

- Create sparks and light the fire with a flint and steel
- Split wood in partnership by using a mallet to strike a carving knife held by another person which required good communication and trust

L also practised using school equipment with the Ranger, like using the water foundation and walking to class. The Ranger advised L be encouraged to attend school without breaks to reduce his anxiety about returning, and have access to movement opportunities throughout the day.



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### HOPE for Autism

The Community Transition Group bring together families of autistic children with the HOPE team to support their child's adaptability and transition to new environments, through peer support, person-centred tailored support for parents/carers, and follow up advice. The aim is to support parents/carers to have increased confidence in supporting their child, and understanding of their child's needs whilst building a supportive network with peers.

Parent B joined the group feeling overwhelmed and unsure how best to support their autistic child. In one of the early meet-ups, they shared fears about the future and worries about getting things wrong. The quiet environment of the group gave them space to talk and the presence of autistic staff provided reassurance and real-life insight. Over the sessions, Parent B began attending trips they would not have considered before, including the cinema and train travel.



Parent B reported a growing sense of confidence and reduced guilt.

By the end of the project, they were offering support to other parents. They were among those who asked to continue meeting up with the group.

Parent B also said that because of the sessions, they no longer felt alone.



### The Miracle Foundation

The Miracle Foundation delivered play/art therapy workshops, to provide a safe, confidential space for young people to explore their feelings around bereavement and trauma with an Art Therapist.

The school referred C to the project as she was struggling with feeling difficult emotions like anger, sadness and annoyance to support her to find ways to manage and express these safely. C identified that she wanted to make better friendships and be less angry.

During C's sessions, she was able to identify her strengths and things she found difficult. The Art Therapist discussed with C that it was ok to feel a range of emotions.

The Art Therapist and C created different dolls that represented happy and angry and explored triggers and how her body felt in each role. C used these dolls throughout the sessions to express how much of each she had felt that week, and together developed strategies she would like to use when she was feeling more in the 'angry' role. C expressed using these strategies often, e.g. 11 pretend skips to help her regulate outside and breathing techniques inside.

C reported an improved outcome across all SHANARRI indicators.



I have liked coming to the session, I have liked playing and being with you [Art Therapist]. I learned how to be less angry by counting in my head and breathing and skipping outside when upset.





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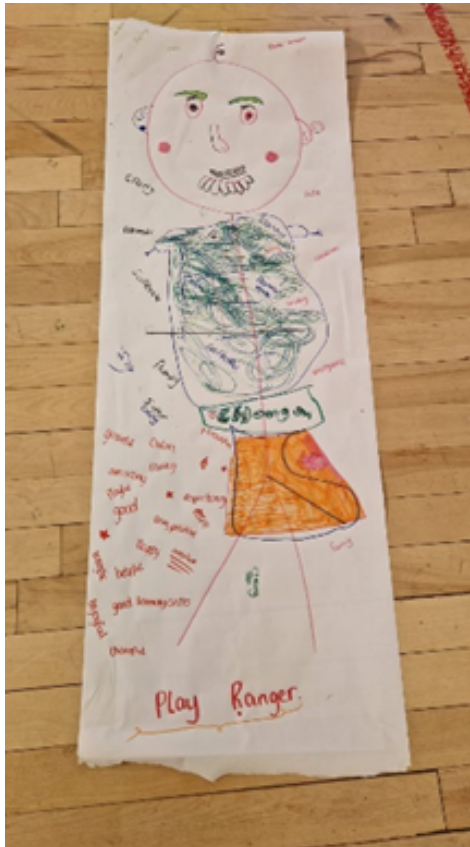


[Click here to see Bazooka Arts  
Therapeutic Arts P7 Transition Support  
Immersive Day Leaflet](#)

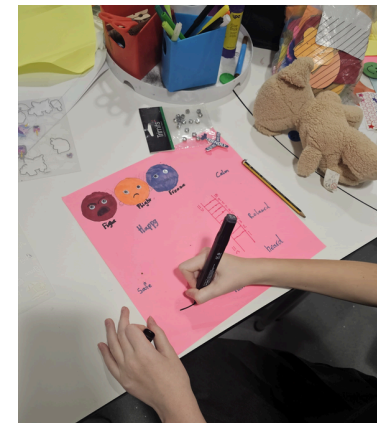
Name: \_\_\_\_\_ School: \_\_\_\_\_

- Did you feel safe and supported during the project? Explain.  
Yes, I feel safe and supported during this project because the Supported me and encourage me to things  
Example: riding a bike,
- Do you feel improvements in your overall health and wellbeing? Give an example.  
Yes! I didn't know how to ride a bike but now I do because of there help!
- How has the project supported you in setting and achieving goals?  
I achieved my goals by riding a bike.  
I felt Supported doing this
- Did you feel valued and nurtured within the project? Explain.  
Yes.  
I felt nurtured because they where there for me and made me achieve my goals
- Did you enjoy the physical activities? What did you enjoy the most?  
I loved all activities but my favourite was among us,
- Did you feel respected and listened to in the project?  
Yes!  
I felt respected by everyone there.
- Do you feel you have increased responsibility as part of the project?  
Yes!  
I increased responsibility by riding a bike by myself!
- Did you feel you were fully included in the project?  
Yes!  
Everyone listened to me when I had stuff to say,

Feedback Form, Socialtrack



'The skills needed to be a  
good role model'  
Parent Action for Safe Play



The Miracle Foundation

Make and  
Create Arts

